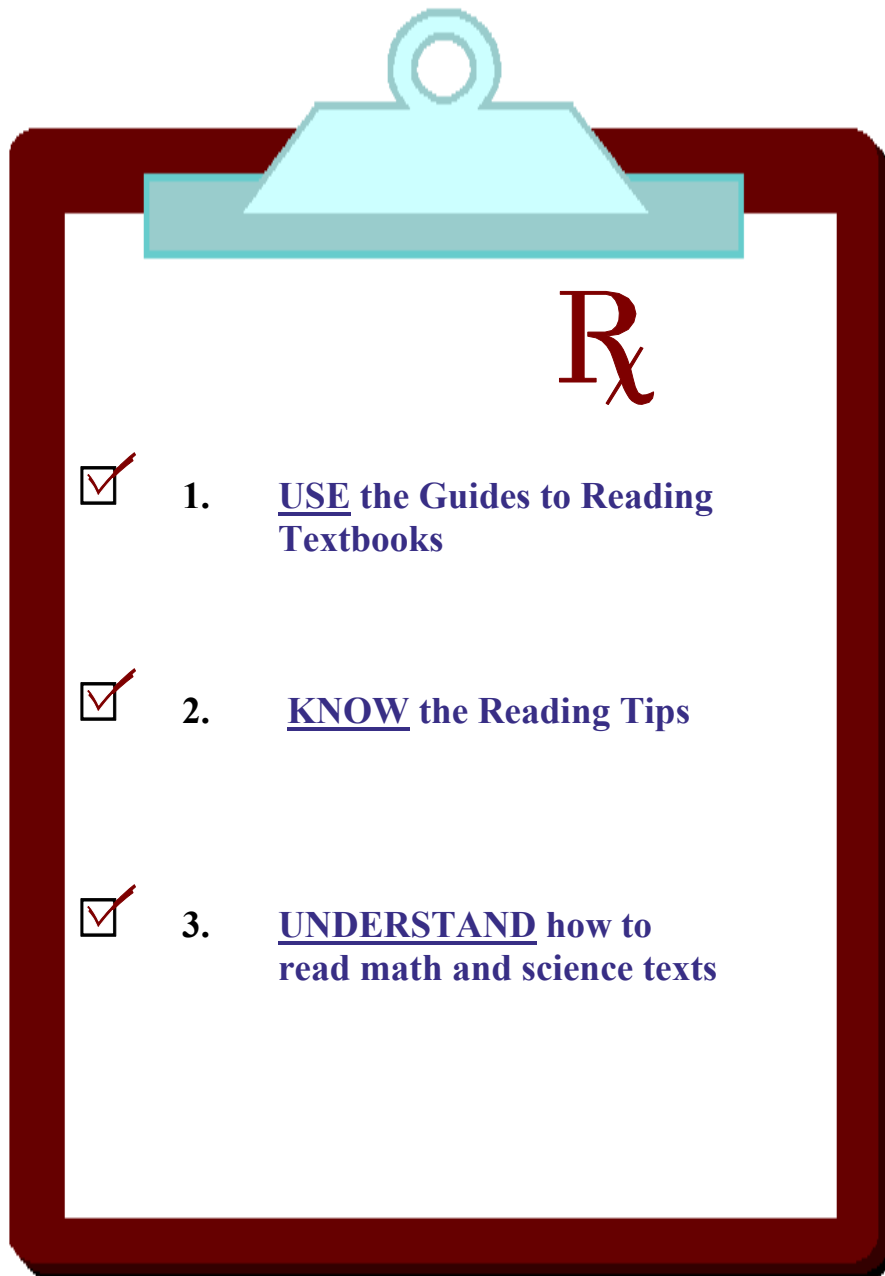


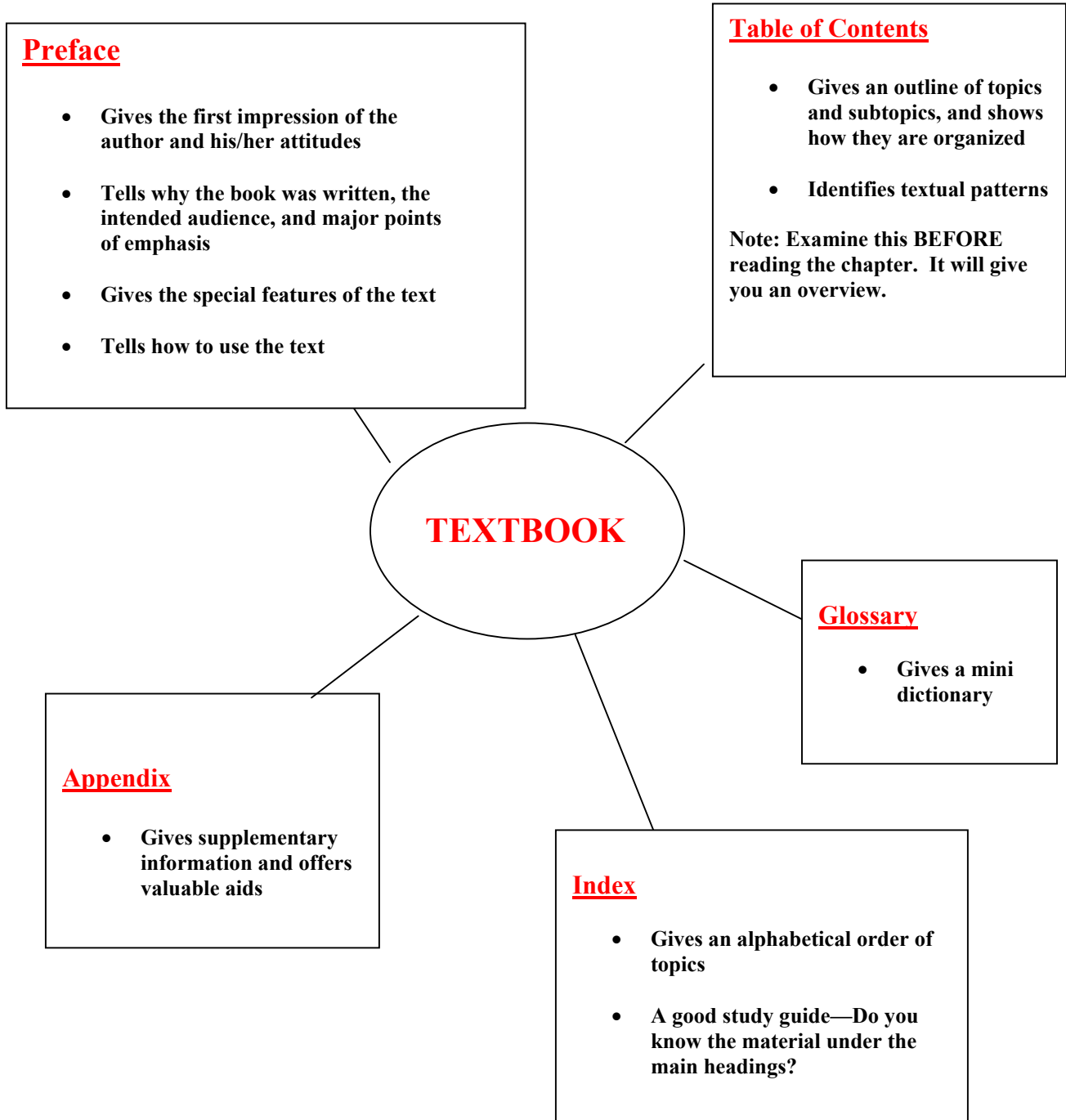
PREScription FOR TEXTBOOK TRAUMA

Two common problems you may have reading textbooks are procrastination and short attention span. Both these problems can cause you to have to reread information and to forget much of what was read. Check these prescriptions to make reading easier.



TEXTBOOK SECTIONS

Sections you need to use regularly.



Note: Make sure to read the section “To the Student” for extra online resources, tests, and visuals.



STEP ONE: GUIDES TO READING TEXTBOOKS



1. **CHAPTER PREVIEW** - Look over any chapter objectives.
2. **CHAPTER SUMMARY** - Read this before and after you read the chapter. It is an excellent review of the major points covered.
3. **QUESTIONS FOR REVIEW** – Skim these before reading the chapter. These questions often test factual recall.
4. Use **SQ3R** to preview the chapter:

SURVEY

- Read the introduction, headings, and subheadings. Read the first and last sentence of each paragraph. Look over charts, graphs, and other visual aids. Then read the summary.

QUESTION

- Change headings into questions.

READ

- Read carefully and slowly. Answer the questions you have formed from the headings and subheadings.

RECITE

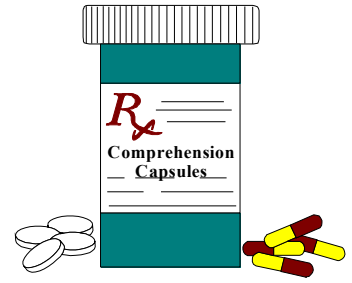
- Answer your questions aloud. Summarize what you have read. If you can summarize, you understand the material.

REVIEW

- Immediately go back and scan the chapter. This will help you retain the information.



STEP TWO: READING TIPS



One of the main difficulties you might experience when reading your texts is remembering what was read. To improve your memory and aid comprehension, there are four basic questions you can ask when reading.

1. WHAT IS THE PASSAGE ABOUT?

The answer will give you the subject matter.

The subject matter is what the passage is about. All the information in the passage pertains to the subject matter.

2. WHAT DOES THE AUTHOR SAY ABOUT THE SUBJECT MATTER?

The answer will give you the main idea. The main idea is the “point” the author is making about the topic; therefore, all the details included in the passage relate to this point.

3. HOW DOES THE AUTHOR SUPPORT OR PROVE HIS MAIN IDEA?

The answer will give you the supporting details. The supporting details can be explanations, examples, steps, anecdotes, and so on. These details support or prove the main idea.

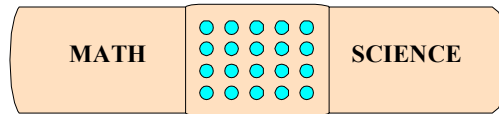
4. WHAT CAN I CONCLUDE ABOUT WHAT I HAVE READ?



The answer is a conclusion. The conclusion is the logical ending based on the development of the main idea and may be either stated or inferred.



STEP THREE: UNDERSTAND HOW TO READ MATH AND SCIENCE TEXTBOOKS



Math and science texts are written in a very concise and precise style; therefore, all sections must be read slowly and carefully.

1. The languages of math and science are concise because symbols are used to express concepts or relations instead of words and any wording is exact.
2. The concepts in math and science texts are based on definitions:
 - a) often accompanied by examples to give visual or graphic representations.
 - b) usually based on previous definitions, so knowledge of vocabulary is essential.
 - c) often printed in bold face or italicized for easy recognition.
 - d) dependent on the context in which they are used.
3. There are three levels of comprehension you are expected to master:
 - a) **LITERAL COMPREHENSION** means being aware of what the words are doing. Words lead to a relationship, process, or procedure resulting in a symbol. Keep paper and pencil at hand.
 - b) **INTERPRETATIVE COMPREHENSION** means reasoning through a problem. Read with a questioning mind to help direct and focus your thinking.
 - c) **APPLIED COMPREHENSION** means using the concept or procedure in a new or different way. You have taken the concept above the interpretative comprehension. Have an inquisitive mind to see what concept or procedure applies to the present problem.